THE INTEGRATION OF EXTRA SPEAKING ACTIVITIES TO MOTIVATE STUDENTS TO SPEAK MORE

The purpose of this paper is to give teachers suggestions which we hope will encourage students at Fatecs from different semesters to engage and participate in speaking activities in the classroom. Engaging students can be a challenge because many of them believe that they can only learn English if they go to an English language school and they also tend to believe other subjects require more attention; besides, they think they do not know enough to take part in the activities, so they choose to be silent. We have based our practice with students on the assumption that dealing with large groups is facilitated by having students working in pairs, trios or groups so that their speaking time can be optimised. When working in groups, students can engage in real life conversation with peers as they face situations in which they need to negotiate meaning and turn taking. Moreover, students are more likely to feel less threatened because when working in a small group the feeling of exposure might be reduced. Lastly, exposure to different interaction patterns can aid students to develop appropriate interaction competence which might give them a sense of achievement. We have integrated speaking activities from various sources considering mainly grammatical structures and functions presented in the units from the course book assigned for each semester. We analyse the content of each unit and choose, according to students’ needs, the most appropriate extra activities with a view to maximising speaking time. Using integrated extra speaking activities presented positive results as students were more engaged and this made room for improvement in their communicative competence. We understand integrating extra speaking materials is a continuous process that is always re-evaluated because students’ profiles and needs vary. After some time dealing with extra materials, teachers themselves became more resourceful adapting or even creating activities for their groups.

Keywords: Fatec students; Integrated extra speaking activities; Engage students.

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Reference - books used in the integration


